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ABSTRACT

A study was conducted at Charles Stewart Mott Community College (MCC) to determine why many persons admitted to the college never complete any courses, to identify aspects of the college environment which might be changed to retain some of these potential students, and to learn how to channel recruitment resources toward applicants who are more likely to register. Telephone interviews were conducted with a sample of 241 individuals out of the 754 who were admitted to MCC in 1981-82, but who did not register for courses, in order to ascertain: (1) the admissions and registration procedures completed by the respondents; (2) the reasons the respondents did not register for courses; (3) the courses or programs they had wished to study at MCC; (4) the reasons they applied to MCC; (5) the activities they pursued instead of attending the college; (6) the reasons they would or would not attend MCC in the future; and (7) suggested improvements in college services. The interviews revealed that when applying for admission, 36% of the respondents talked to a counselor and 32% took a placement test. Respondents failed to register for courses primarily because personal or family problems intervened, or because the classes they needed were full or cancelled. Although 16% said they would probably not want to attend MCC in the future, 51% indicated that they definitely would be interested and 33% said they might be. The study report includes suggestions for further research, the survey instrument, and a bibliography. (DAB)

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DETERMINING THE REASONS WHY SOME APPLICANTS ADMITTED TO A COMMUNITY COLLEGE DO NOT BEGIN COURSEWORK

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Determining the Reasons Why Some Applicants Admitted to a Community College Do Not Begin Coursework

In recent years, demands on community colleges to increase the diversity of program offerings have risen while requisite increases in appropriations have lagged behind. This has produced a rise in the pressure on college administrators to improve the cost-effectiveness of programs and to eliminate waste from operating procedures. In the admissions and registrar's offices of several community colleges, it has been noted that significant numbers of potential students commence matriculation procedures, but never complete any courses. The study described below was conducted with a sample of individuals admitted to Charles Stewart Mott Community College in Flint, Michigan, during the 1981-1982 academic year, who had not completed any courses by the end of the year. It was designed to find out why these individuals had not completed courses, to identify aspects of the college environment which might be changed to attract and retain some of them as students, and to learn how the college might recognize probable "no-shows" among their applicants in the future and channel recruitment resources toward more promising prospective students.

Studies of student attrition reported in the literature have dealt mainly with students who have attended four-year institutions for a period of time and then dropped out. According to a review of this research done by Tinto (1975), variables related to attrition fall into three major categories: 1.) individual student characteristics, 2.) institutional characteristics, and 3.) characteristics of the student's interaction with the college environment. It has been demonstrated that students who drop out: a.) come from lower socioeconomic strata (Astin, 1964; Sewell and Shah, 1967) and from families which provide less moral support (Congdon, 1964; Merrill, 1964; Trent and Ruyle, 1965; Hackman and Dysinger, 1970), b.) have less

ability as students (Wegner and Sewell, 1970), c.) have less integrated personalities (Grande and Simmons, 1967; Vaughn, 1968; Weiner and Potepan, 1970), and d.) are less committed to a career goal (Astin, 1964; Bucklin and Bucklin, 1970; Coker, 1968; Krebs, 1971; Medsker and Trent, 1968; Sewell and Shah, 1967; Spaeth, 1970; Weigel and Weigand, 1953; White, 1971) than students who persist and complete programs. Institutional characteristics which have been shown to be related to attrition are general institutional type (Astin, 1972; Bayer, 1973; Berls, 1969; Clark, 1960; Karabel, 1972; Spady, 1970; and Tinto, 1971), quality of the institution (Astin, 1971; Kamens, 1971; Rock, Centra, and Linn, 1970; Wegner, 1967; Wegner and Sewell, 1970) and its student body (Davis, 1966; Meyer, 1970; Nelson, 1972; Spady, 1970), and size of the institution (Kamens, 1971; Nelson, 1966; and Tinto, 1975). The students' abilities to integrate themselves academically and socially with the college environment have been found to be equally important in determining their continuation of study (Pascarella and Terezini, 1977).

A more recent review of research dealing with retention and attrition in community colleges (Walleri, 1981) has considered the effects of an institution's social and economic environment on student retention in addition to the effects of student characteristics, institutional characteristics, and student-institution interactions, discussing the effects of local economic conditions, community attitudes toward the role of education, and the military draft on the attrition rate. In addition to identifying characteristics which distinguish persisters from non-persisters, a 1981 AAHE-ERIC review of student retention has outlined twelve single-faceted and several multi-faceted retention strategies employed by institutions to maintain enrollment. (Lenning, 1981).

Although most of the attrition literature has dealt with students who drop out of school after they have attended classes for a period of time, a few studies have been published, which consider "no-shows", students who have registered for classes but never attended. A study done at Harper College in Illinois showed differences in the frequencies of reasons for not completing a course, given by those who withdrew at the beginning of the term and those who did so later in the term (Lucas, 1981). Early withdrawers cited inconvenience of course times (21%), inability of a course to meet student needs and expectations (19%), job pressures (16%), personal problems (14%), and inadequate preparation (12%) as reasons, whereas later withdrawers cited job pressures (26%), personal problems (15%), and inability of a course to meet student needs and expectations (11%). A study done at Greenfield Community College in Massachusetts (DiCarlo, 1980) showed that the reasons given for never attending class were deciding to attend another school (39%), wanting a program which was not offered (20%), financial difficulties (20%), changes in family situation (19%), getting a job (12%), and being uncertain about career objectives (13%). A survey of non-completers and no-shows in Colorado vocational programs (Spooner, 1980) showed that student lack of interest and the inability of a program to meet student needs were the major causes of student attrition.

The results of the present study have parallels in the literature findings outlined above, but they also differ from them in some respects. A discussion of some of these similarities and differences follows the description of the procedure and results of this study given below.

Procedure

A listing of 754 people admitted to C. S. Mott Community College in the 1981-1982 academic year, for whom the college had no record of course registrations, was generated from the college computer records. Telephone calls were made to a random sample of 241 individuals on this list, 100 of whom completed a survey whose results are reported below. The 141 people called in the sample, who did not participate, had a variety of reasons for not doing so, which are summarized in Table 1. It is interesting to note:

Table 1. Reasons for Non-Participation of Sample Members in Telephone Survey

Reason	N	%
Those who did not answer the phone	46	33
Those who listed no number or a wrong number	28	20
Those not interested in participating	23	16
Those whose phones were disconnected	16	11
Those who had moved out of state	12	9
Those not meeting survey qualifications	16	11
Total	141	100

1.) that a large number in the sample (46 or 33%) could not be found at home in spite of multiple calls at different times of day; 2.) that a significant number (28 or 20%) had moved out of state or had disconnected phones, another possible indication of such a move; 3.) that a significant number (28 or 20%) had listed no phone number or an erroneous one when they had applied for admission; and 4.) that the computer listing had included the names of 16 people (11%) who were not in the target population, either because they had never applied for admission to Mott, or because they were currently active students there.

Although the 41% response rate and the self-selection of participants inherent in the telephone survey design do not preclude the possibility that the sample is unrepresentative of the population, comparisons of sample and population distributions by race and by sex in Table 2 do not suggest any large discrepancies, at least in the dimensions reported. The

Table 2. Distributions of Sample and Population by Race and by Sex

	Survey Sample (%)	No-Show Population (%)	Student Body (%)
Race			
American Indians/Alaskan Natives	2	1	1.5
Asian/Pacific Islander	0	0	0.5
Black (not Hispanic)	16	22	16.5
Hispanic	4	2	1.5
White (not Hispanic)	78	74	80.0
Non-resident Alien	0	0	0.0
Sex			
Male	40	46	42.0
Female	60	54	58.0
N	100	754	26,435

sample contains slightly higher percentages of females and whites than the no-show population -- perhaps because these categories were easier to contact by telephone or perhaps by chance -- but these differences are small and similar to differences between the no-show population and the student body. It is assumed, therefore, that the sample is sufficiently representative of the no-show population to provide reliable insights into the reasons

why some people admitted to Mott Community College have not begun any coursework. Because the design of the survey is not error-free, however, the results should be applied with caution.

In the telephone survey, respondents were asked why they had wanted to attend Mott, what they had wanted to study there, why they had not begun coursework, what they had decided to do instead of studying at Mott, whether they planned to study there in the future, and what changes at the college would make it more attractive for them to study there. The frequencies of the answers to the questions given by those surveyed in the sample are listed in the appendix. The answers to survey questions were coded and a computer data file was established. The MIDAS statistical programs in the Michigan Terminal System were used to stratify the data according to demographic variables and responses to survey questions. Frequencies of responses were determined and significant two by two relationships were sought. Interesting relationships visible in the survey results are reported in the next section along with the frequencies of responses to survey questions. In tables where the title is followed by an asterisk (*), respondents were given the opportunity to record more than one appropriate response.

Results

The admissions and registration procedures completed by survey respondents are summarized in Table 3. Many respondents reported doing more than submitting an application for admission, but few registered for courses.

Table 3. Respondents' Actions Accompanying Admission*

When I applied for admission...	%
I submitted a form only.	30
I talked with a counselor.	36
I took a placement test.	32
I applied for financial aid.	12
I attended an orientation program.	11
I registered for classes.	10

When asked why they did not register, respondents gave many answers. Those given most frequently are summarized in Table 4. They were almost evenly divided among personal, institutional, and financial reasons. The reason stated most often was the development of a personal or family problem; but institutional reasons, like the inability to schedule desired classes at times convenient to the student and difficulties with the registration process, were mentioned by over one-third and financial problems were cited by over one-fourth of those who did not register. Respondents with higher education levels were more likely to cite institutional reasons for not registering for

Table 4. Reasons Why Respondents Did Not Register for Courses

I did not register for courses because...	%
Personal or family problems intervened.	17
The classes I needed were full or cancelled.	14
I could not pay the tuition.	12
I had difficulty with financial aid.	10
I could not schedule the classes I wanted to take.	9
I had trouble completing the registration process.	8
I was too busy doing other things to go to school.	8

courses and personal or family reasons were given with a disproportionately high frequency by separated, widowed, or divorced respondents and by female respondents raising children.

Among the ten people who had registered for classes, eight had never attended those classes, dropping them at the beginning of the term for reasons similar to those given by non-registrants. Of the remaining two, one had become ill during the mini-term and taken an incomplete and the other was still registered for the summer term at the time of the survey and planning to complete the courses for which she had registered.

In the survey sample, 58% had applied for admission for the Winter, 1982 term, 39% had applied for the Fall, 1981 term and 2% had applied for Summer, 1982. One sixth of the applicants had applied for admission to Mott previously: six had been interested in the same courses or programs, nine had been interested in different ones and two could not remember their past preferences.

At the time of application, 77% of the respondents had specific courses or programs that they were interested in pursuing at Mott: computer science (13) and nursing (12) were the programs mentioned most often. Table 5 shows the distribution of their interests by subject area and the appendix contains a complete list of the individual subjects mentioned by the interviewees. Respondents attracted to the study of technology were almost exclusively male and those attracted to nursing and other health fields were almost exclusively females.

Table 5. Courses or Programs
Which Respondents Wished to Study at Mott*

When I applied to Mott, I wanted to take courses in...	%
Business and related skills.	33
Health and allied medical fields.	23
General studies or liberal arts.	16
Technology.	15
Art	7

The reasons for wanting to attend Mott, given most frequently by respondents, are listed in Table 6, while a complete listing is provided in the appendix. Although self-improvement and learning specific subjects were the goals mentioned most often, job training and the acquisition of marketable skills were also important goals of those surveyed. Respondents who had completed high school but were entering college for the first time were most interested in attending Mott to continue their education and to take specific courses and those with more educational background gave upgrading skills and

Table 6. Reasons Respondents Gave for Wanting to Attend Mott*

I applied to attend Mott Community College because...	%
I wanted to continue my education.	37
I was interested in taking specific courses.	31
I wanted to learn a trade or profession.	28
I wanted to improve my position in the job market.	26
Mott is convenient to attend; it is near my home.	23
I wanted to change my job situation.	18
Mott has a good reputation.	11
I wanted to explore the options open to me.	8
Tuition is less at Mott than elsewhere.	8

learning new ones as their reasons for applying to Mott. Proportionately more single respondents were interested in taking specific courses or programs; more married respondents were interested in continuing their education; and more separated, widowed, or divorced respondents were interested in the convenient location of Mott and in acquiring job training. A disproportionately large number of respondents applying to Mott for job training came from Flint, while those interested in continuing their education or the convenience of Mott's location came from portions of Genesee County outside Flint. Forty-five of those interviewed indicated that their decision to attend Mott had been influenced by an individual: family members (25), friends (14), coworkers (4), and teachers or counselors (4) were identified as the influential individuals.

When asked what they were doing instead of going to Mott, respondents gave the answers which have been summarized in Table 7. About half of them had been employed, and a third had been attending other schools for reasons similar to those they had given for wanting to attend Mott. The schools they attended included, among others, the Mott Adult Education Program (7), Baker Business School or Junior College (5), Ross Medical Education Center (3), high school (2), and the University of Michigan-Flint (2). Although 16% of

Table 7. Alternative Pass-times of Respondents*

Instead of attending Mott Community College, I have been...	%
Working.	51
Attending another school.	33
Caring for my family.	18
Doing nothing -- I have been laid off.	13
Doing other things -- volunteer work, hobbies, traveling, getting married/divorced).	9
Job hunting.	2

Table 8. Reasons Respondents Gave for Attending Mott in the Future*

I plan to attend Mott Community College in the future because...	%
I want to continue my education.	18
I am interested in taking specific courses.	14
I want to learn a trade or a profession.	6
I want to improve my position in the job market.	7
Mott is convenient to attend; it is near my home.	5
I want to change my job situation.	2
Mott has a good reputation.	2
I want to explore options open to me.	2
Tuition is less at Mott than elsewhere.	2

those interviewed said that they would probably not want to attend Mott in the future, 51% indicated that they definitely would be interested and 33% indicated that they might be. The principal reasons given for attending Mott in the future are summarized in Table 8 and those given for not attending are in Table 9. The reasons respondents may want to attend Mott in the

Table 9. Reasons Respondents Gave for Not Attending Mott in the Future*

I do not plan to attend Mott in the future because...	%
I lack the money to go to school, or I need financial aid.	14
I have plans to study elsewhere.	8
I do not have the time, energy, or need to go to school.	7
I am moving out of the state soon.	5
I cannot get into classes when I have free time.	5
I am looking for a job.	2

future are quite similar to the reasons why they had wanted to attend in the past. The reasons for non-attendance in the future are primarily financial: many lack the money and financial aid they will need to attend school and others will have to leave the state to find jobs. Others will not study at Mott because their needs are met better by other schools and because they cannot fit their schedules with the course offerings of the college.

When asked what changes at the college would make it easier and more attractive for them to attend, 38 respondents indicated that they did not know the college well enough to comment and 13 stated that they would recommend that the college be maintained unchanged. Others made suggestions for changes which would improve college services. These, given in detail in the appendix, are summarized in Table 10. Ten of those interviewed suggested that tuition payment procedures be changed: several wanted tuition lowered so that they could afford to attend classes; others had difficulty paying tuition at registration and wanted to be able to distribute payment over a semester. Still others, who had been prevented from registering because grants had not been improved in time for registration, wanted grant application to be co-ordinated better with registration procedures or wanted to be able to get

Table 10. Suggested Improvements in College Services*

I would be more apt to attend Mott Community College, if...	%
Tuition payment procedures were changed.	10
Counseling and registration procedures were changed.	10
Other student services were improved or increased.	12
Course offerings were more convenient.	9
Course offerings were increased in certain areas of study.	8

started in class and settle accounts when their grants arrived. Another group of ten suggested changes in registration procedures, in particular making more information about financial aid, advising, and counseling opportunities available in mailed announcements, not requiring registrants to take placement tests, especially if they already hold college degrees, and expediting the registration process so that lines are not long and registration requirements are explained to students when they arrive so that they do not waste time waiting in line when they are unprepared. Three individuals interviewed had had frustrating registration experiences which colored their opinion of the college.

Twelve respondents recommended improvements in other services provided by the college: daycare (3), parking (2), security (2), career counseling (2), orientation, assistance for handicapped students, and support for returning adult students. Nine wanted course offerings to be more convenient: six recommended increasing late afternoon, evening, and Saturday offerings; two proposed increasing extension offerings; and one requested that 3-credit courses be taught in one weekly three-hour block of time in place of three one-hour blocks of time. Another group of eight respondents suggested increasing course offerings in certain fields: five, in areas where courses and programs have waiting lists (e. g. nursing) and three in subjects where the college does not offer courses -- physical therapy, interior design, and estate and probate law. Married respondents made a disproportionately large number of suggestions for improvement of registration procedures and those, separated, widowed, and divorced, showed greater than normal interest in improving student services.

The demographic information about the respondents, listed in the appendix, shows that 35% of the sample lived in Flint, and another 57% lived in other Genesee County communities, with two-thirds of the sample living within ten miles of the campus. While some respondents were still in their teens (16%), the majority were in their twenties (55%), with others in their thirties (20%), or over forty (9%). Many (42%) were single; an equal number were married; and some (17%) were separated, widowed, or divorced. Slightly less than half of the respondents were raising children. Although a small number (6%) were still in high school, almost half had high school diplomas with no additional educational experience. The remainder (45%) had varying amounts of post-secondary educational background, including five who had graduate or professional degrees. Two thirds of the respondents had personal incomes under $ 10,000 and 40% were unemployed. Household incomes were distributed more evenly than personal incomes, however, with almost equal numbers of respondents having household incomes under $ 10,000, between $ 10,000 and $ 20,000, between $ 20,000 and $ 30,000, and over $ 30,000. In the next sections of this paper, the implications of these findings for future directions at Mott Community College will be discussed and suggestions for future research efforts will be made.

Conclusions and Implications

Few of the respondents in this telephone survey reported completing more than one or two steps in the admissions and registration procedure: 64% never talked with a counselor, 68% took no placement tests, and 89% took part in no orientation programs. In addition, 88% did not apply for financial aid, in spite of the fact that two-thirds had personal incomes under $ 10,000 and 24% had household incomes under that amount. It has been shown that

student retention increases when students receive adequate and accurate academic advising and career counseling, when they are assisted in coping with their financial problems, when learning and academic support is provided early in their attendance at college, and when students take part in an orientation program. (Lenning, 1981) This suggests that Mott Community College might be able to decrease its no-show rate by reaching more prospective students with academic advising, career counseling, financial aid information, and orientation programs.

The reasons for not registering for classes, given by the survey respondents, lend additional support to this recommendation and suggest others. The conditions giving rise to these reasons can be divided into three categories: 1.) those largely beyond the control of the institution -- personal problems, inability to pay tuition, and individual time pressures; 2.) those partially within its control -- financial aid difficulties and difficulties scheduling desired classes; and 3.) those almost totally within the institution's control -- difficulties completing registration and difficulties getting into a desired class. In planning its retention strategies, Mott Community College should concentrate resources on the last two categories first, by trying to eliminate the causes in the third category and by doing what it can to correct institutional conditions promoting those of the second category. In so doing, it should consider making some or all of the improvements in college services suggested by the survey respondents.

It should try to improve registration procedures so that fewer people have trouble completing them and try to offer classes at alternative times (in the late afternoons, evenings, and on Saturdays) to allow people to fit into them more easily. It should try to help prospective students find

out about financial aid possibilities, facilitate and expedite their applications for it, seek ways of making more of it available, make it possible for students to distribute payment over a term, and allow deferment of payment until grants arrive. It should consider offering additional sections of popular courses to eliminate waiting lists (especially in nursing), expanding offerings in extension centers, and adding courses and programs in fields where there are currently no offerings, but sufficient demand. The institution might be able to make some inroads on attrition caused by family and personal problems, if it provided or facilitated daycare for students raising children and counseling for newly singled adults who are having problems adjusting to their new life circumstances.

Attention to some or all of these recommendations for improvement of services would help Mott Community College realize some, if not all, of the enrollments from the 84% of the survey population which might be expected to take courses there in the future. But, it will not be possible to attract all of the no-shows back to the college. As a result of an unepmployment rate in excess of 25% in the Flint area at the time of the survey, a significant number of the people contacted, a least 17 of the 241 and maybe more, have decided to leave Michigan in search of work. Others have found that other schools have met their educational needs and still others have changed their minds about attending school.

Although many of these potential students are interested in attending Mott to gain the training they need to begin or advance in their careers, a large number are interested in education for its own sake. It has been shown at other community colleges that students who consider education as an end in itself are more likely to persist than students who see education as the key to occupational advancement (Walleri, 1981). The latter are more

likely to enroll when economic conditions are poor and jobs are scarce and leave when the economy improves and jobs become available. It is encouraging that many of these potential students want to attend college to continue their educations. If the barriers to college attendance experienced by the no-shows at Mott can be removed, it should be possible for the college to realize and retain additional enrollment from this group of potential students.

Suggestions for Further Research

Because this survey utilized many open-ended questions so that it could solicit free responses from the subjects and not just seek to support preconceived notions of the investigators, it could not provide unbiased measures of the number of people who might agree with each of the ideas mentioned. If an idea occurred to a respondent, it would be reflected in the response given; if it did not occur, its importance to the individual was not tested. To confirm and substantiate the findings of this study, a followup should be conducted with a new survey instrument applying the semantic differential to each of the ideas discovered using the first survey. Using this second instrument, survey respondents would be asked the importance, or lack thereof, which they attach to each of the reasons for applying to Mott and for not registering for courses which were uncovered in the first study. This second instrument would provide more reliable information concerning the relative importance of the reasons and the significance of the institutional problems which underlie them.

It is interesting to note that the results of the present study do not agree completely with the results of the studies, conducted in Illinois, Massachusetts, and Colorado, reported in the literature. (Lucas, 1981; DiCarlo, 1980; Spooner, 1980) The inability of a course to meet student

needs and expectations, job pressures, inadequacy of preparation, uncertainty about career objectives, and lack of student interest -- all reasons for never attending classes discovered in the studies cited above -- did not emerge in the present study as reasons for not registering for classes. It would be interesting to incorporate these reasons into a second instrument to test whether they are valid reasons at Mott Community College which were simply overlooked by the respondents in the present study or whether they had no importance for the respondents at Mott.

Research into the reasons students do not register for classes should be conducted in a uniform way on more than one campus so that general causes for non-registration can be distinguished from those which are campus-specific. The first, open-ended survey used in this study should be used on several more community college campuses and the results from these schools should be pooled with those from Mott. Questions regarding the reasons for applying to a college and demographic questions should also be asked of persisting students at each of the community colleges so that comparisons can be made with the corresponding data for no-shows to see whether there are any significant differences in the characterisitics of the two groups which might help a college identify the no-shows among its applicants so that it might avoid wasting resources trying to recruit them.

The outcome of this research should be a universal interview instrument which could be used reliably by any community college to determine why individuals admitted for study fail to register for classes. It would become a useful tool for administrators in the years to come as they seek ways to recruit students more efficiently.

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APPENDIX

Summary of Frequencies of Responses Given in Mott Turnaway Survey

1. Are you currently enrolled at Mott Community College?

Yes	2
No	98

2. Have you applied for admission to Mott in the last year?

Yes	98
No	2

3. When you applied to Mott, what did you do?

Submit form only	30
Do more	68
No response	2

P. What did you do besides fill out an application form?

Talk to a counselor	13
Apply for financial aid	7
Attend an orientation program	1
Take a placement test	8
Orientation program and placement test	6
Counselor and placement test	14
Counselor and financial aid	5
Counselor, orientation, placement test	4
Other	11
Nothing	31

4. Did you register to take any courses?

Yes	10
No	90

P. Why didn't you register for classes?

No response	2
Personal or family problems arose	17
I felt out of place and lacked self-confidence	1
I was too busy to attend school	3
I changed my mind about attending school	3
I had to return to work	5
I had a chance to travel abroad	1
I am waiting until Fall, 1982, to enroll	1
I applied too late in the term	1

Classes I needed were already full	12
There were no programs in my field of interest	5
I had difficulty completing registration	2
I was unable to transfer credits earned at another institution	1
I could not schedule classes when I was free	4
Classes I needed were cancelled by Mott	2
Many courses in the program seemed unnecessary	1
I did not have the papers I needed to register	3
I was unable to schedule the placement test or counselor interview I needed to register	2
I was unable to pay the tuition	12
I could not obtain financial aid	5
I could not obtain financial aid in time to pay my tuition at registration	3
My financial aid was not available until after the term began or by re-imbursement	2
I did not want to spend the money in these times	1
Mott Community College would not accept my check	1
I am now a high school student and not ready for Mott	4
The program at another school is better for me	3
I attend Mott Adult Education instead of the college	2
I wanted to repeat a course I had taken elsewhere	1

5. What did you do when classes began in the first week of the semester?

No response	90
Attend all the classes I registered for	1
Attend some of the classes I registered for	0
Never attend any of the classes I registered for	8
Other	1

P. Does this mean that you dropped some or all of your classes in the first week of classes?

No response	93
Yes	7
No	0
Unsure	0

P'. Did you receive a full tuition refund for the courses?

No response	94
Yes	3
No	3
Unsure	0

6. Did you complete the courses you registered for?

No response	94
Yes	0
No	6
Unsure	0

P. Then did you:

No response	94
Withdraw from class	1
Take an incomplete	1
Stop attending class	1
Other	3

P'. When did you take this action?

No response	95
At the beginning of the term	3
Halfway through the term	0
Just before exams	0
Other	2

7. Why didn't you complete the courses?

Personal or family problems arose	3
I changed my mind about attending school	1
There were no programs in my field of interest	1
Classes I needed were cancelled by Mott	1
I was unable to pay the tuition	1
I could not obtain financial aid	1
I wanted to repeat a course I had taken elsewhere	1

8. When did you stop being a student at Mott?

No response	96
In the last 2 months	0
Two to six months ago	4
Over six months ago	0
Cannot remember	0

9. Why did you stop attending classes at Mott Community College at that time?

(In all cases this question had already been answered in question 7 and no new information was obtained.)

10. When did you apply to attend Mott? Was it:

No response	0
In the last two months	2
Two to six months ago	58
Six months to a year ago	38
Over a year ago	1
Cannot remember	1

11. Was that the only time you applied for admission to Mott?

No response	0
Yes	83
No	17
Unsure	0

P. When you applied before, were you interested in the same or different programs and courses?

No response	83
Same	6
Different	9
Unsure	2

13. Were there any courses which attracted you to apply to Mott?

No response	1
Yes	77
No	21
Unsure	1

P. What courses influenced your decision to apply?

None in particular	20
General studies/Liberal Arts	5
Mathematics	2
Child development/psychology	4
Gerontology	1
Foreign language	1
Social work	1
Horticulture	1
Music	1
Art	4
Arts Technology	3
Architecture	1
Business/Management	5
Computer science/data processing	13
Word processing	5
Secretarial skills	2
Accounting	4
Paralegal skills	2
Law enforcement/security	1
Restaurant management	1
Allied health	3
Dental assistant/hygienist	6
Nursing/prenursing	12
Emergency medical technician	1
Sign language for the deaf	1
Technology/apprenticeship	4
Electronics	7
Small engine repair	1
Automotive mechanics	3
Telecourses	1

12, 14. Why did you want to attend Mott Community College? (This question is a construct of questions 12 and 14 on the survey protocol. These questions were interpreted by subjects as meaning the same thing, so the answers to these questions were pooled and the above question was devised after the fact.)

No response	0
Mott is convenient to attend; it is located near home	23
I wanted to continue my education	33
I wanted to take prerequisites for later study	4
I wanted to explore options open to me	8
I was interested in specific courses or programs	31
I had personal or family reasons	5
I wanted to meet people	1
I wanted to be able to work while going to school	2
I felt better prepared to attend Mott than other colleges	2
Tuition is cheaper at Mott than at other colleges	8
I wanted to learn a trade or profession/I needed job training	28
I wanted to upgrade my skills and learn new ones	20
I wanted to prepare for a career change	12
I wanted to increase earnings and job security by going to college	6
I wanted to retain my Social Security benefits	2
I am laid off, have nothing else to do with my time, and need help getting back on my feet	6
I am qualified for financial aid	1
My employer would pay my tuition	1
The program and faculty are as good as those in competing schools	7
Courses and programs are more accessible to students at Mott than at other institutions	4
Classes are offered at night	2
Courses are not available at other schools	3
I learned about Mott from mailings	4
I have heard good things about Mott from family and friends	4
I read about the displaced homemaker program in the newspaper	1
Unsure	3

15. Did any person influence your decision to apply to Mott?

No response	0
Yes	45
No	55

P. Who influenced you?

Friends	14
Family member	25
Teacher or counselor	4
Co-worker	4
Judicial system	1

16. What have you been doing instead of attending Mott Community College?

No response	0
Attending another school	33
Working	51
Caring for my family	18
Nothing: I have been laid off	13
Job hunting	2
Volunteer work	2
Hobbies	3
Getting married/divorced	2
Traveling	3

P. What school have you been attending?

Mott Adult Education	7
Baker Business School/Junior College	5
Ross Medical Education Center	3
High School	2
University of Michigan-Flint	2
Welch College, Detroit	1
Saginaw Valley College	1
Michigan School for the Deaf	1
Eastern Michigan University	1
Sarvis Food Center	1
Oakland Community College	1
Skill Center	1
Midwestern Baptist Academy	1
Detroit College of Business	1
Hair Acy College of Cosmetology	1

P'. Why have you been attending this school?

Question does not apply	72
I wanted to continue my education	4
I wanted to take prerequisites for later study	2
I wanted to explore my options	1
Tuition there is low	2
I wanted to learn a trade or profession	4
I wanted to upgrade my skills	2
The program and faculty are as good as Mott's	1
It is easier to get into courses and programs there than it is at Mott	2
Courses I wanted were not available at Mott	2
I wanted to earn a diploma or GED	6
I was looking for a shorter program that Mott's	2

17. Do you plan to enroll at Mott Community College in the future?

No response	0
Yes	51
No	16
Maybe	33

P. Why do you plan to enroll at Mott in the future?

Mott's location is convenient; it is near my home	5
I want to continue my education	16
I want to take prerequisites for later study	2
I want to explore options open to me	2
I am interested in specific courses or programs	14
I have personal or family reasons	2
My friends are there	1
I would just like to attend Mott	1
Tuition is cheaper at Mott than at other schools	2
I want to learn a trade or profession/I need job training	6
I want to upgrade my skills	2
I wnat to prepare for a career change	1
I want to increase my earnings and job security	5
I am laid off, have nothing else to do, and need help gettting back on my feet	1
I qualify for financial aid	1
My employer will send me to school	1
I like Mott Community College	2
The program and faculty at Mott are as good as those at other schools	2

P'. Why do you not plan to enroll at Mott in the future?

I do not have the money to go to school	11
I have plans to study elsewhere	8
I do not have the time or energy to go to school	6
I am moving out of the state	5
I want a quick course which will get me a job	1
Courses are not scheduled when I can attend	4
I need no more education	1
I need financial aid	3
There is a long waiting list to get into the program	1
I am looking for a job	2

18. What changes at the college would make attendance more attractive?

I do not know the college well enough to comment	38
Nothing -- no changes are necessary	13

Daycare facilities are needed	3
More and better parking facilities are needed	2
More security personnel are needed, especailly at night	2
Better career counseling is needed	2
Orientation aids are needed for campus newcomers	1
Help for the handicapped is needed	1
Support for returning adult students is needed	1
A sports program is needed	1
Better procedures are needed at registration	3
Earlier advertizing of class offerings is needed	1
Students should not be required to take placement tests	3
More information about counseling services and financial aid opportunities should be available	3
Tuition should be payable over the term	2
More financial aid options should be offered	2
Tuition should be lowered	4
Grants should be available at start of classes	2
Quality and standards of courses should be improved	3
Specific courses should be added to offerings	3
Extension offerings should be increased	2
Offerings in courses where there are waiting lists should be increased	5
Late afternoon, evening, and Saturday classes should be increased	6
Schedule 3-hour classes one day a week in place of three one-hour classes	1
Relax pre-requisites and unnecessary course requirements	2

19. Where do you live?

No response	0
Flint	35
Genesee County	57
Outside Genesee County	8

20. How far from the college do you live?

No response	0
0 to 5 miles	31
5 to 10 miles	35
10 to 20 miles	26
Over 20 miles	8
Unsure	0

21. How old are you?

Teens	16
Twenties	55
Thirties	20
Forties	7
Fifties	0
Sixties	1
Over 70	0
No response	1

22. What is your marital status?

Never married	42
Married	41
Separated/widowed/divorced	17
No response	0

23. Do you have responsibility for minor children in your household?

Yes	47
No	53
Unsure	0
No response	0

24. How far have you gone in school?

Some high school	6
High school diploma or GED	49
Some post-secondary schooling	24
Certificate or two-year degree	13
Four-year degree completed	3
Graduate or professional degree	5
No response	0

25. How many hours a week are you employed outside the home?

None, unemployed	40
0 to 10 hours	5
10 to 20 hours	6
20 to 30 hours	11
30 to 40 hours	21
Over 40 hours	16
Unsure	1
No response	0

26. Occupations were not tabulated.

27. What is your annual income?

Under $ 10,000	64
$ 10,000 to $ 20,000	18
$ 20,000 to $ 30,000	10
$ 30,000 to $ 40,000	1
Over $ 40,000	2
No response	2

28. What is the annual income in your household?

Under $ 10,000	24
$ 10,000 to $ 20,000	19
$ 20,000 to $ 30,000	26
$ 30,000 to $ 40,000	12
Over $ 40,000	11
No response	8

29. What is your ethnic origin?

American Indian/Alaskan Native	2
Asian/Pacific Islander	0
Black (Not Hispanic)	16
Hispanic	4
White (Not Hispanic)	78
Nonresident Alien	0

30. What sex are you?

Male	40
Female	60

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